

**COPY**

Texas Education Agency Standard Application System (SAS)

2018–2019 Technology Lending

Program authority:	General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section 32.301	FOR TEA USE ONLY <small>Write NOGA ID here.</small>
Grant Period:	May 1, 2018, to August 31, 2019	
Application deadline:	5:00 p.m. Central Time, February 6, 2018	
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.texas.gov; (512) 463-9087	

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Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Promesa Public Schools	227824	Not applicable	
Vendor ID #	ESC Region #		
26-1609474	13		
Mailing address	City	State	ZIP Code
5800 E. Martin Luther King Jr. Blvd.	Austin	TX	78721-
Primary Contact			
First name	M.I.	Last name	Title
Jaime		Huerta	Superintendent
Telephone #	Email address		FAX #
(512) 287-5081	jhuerta@eaprep.org		512-928-1440
Secondary Contact			
First name	M.I.	Last name	Title
Rachel		Rosales	Director of Grants
Telephone #	Email address		FAX #
(512) 992-8161	rrosales@swkey.org		512-462-2028

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jaime		Huerta	Superintendent
Telephone #		Email address	FAX #
(512) 287-5081		jhuerta@eaprep.org	512-928-1440

Signature (blue ink preferred)

Date signed

February 5, 2018

Only the legally responsible party may sign this application.
701-18-103-251

Schedule #1—General Information

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	See Important Note For Competitive Grants*	<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6200 on Schedule #6—Program Budget Summary, then Schedule #8—Professional and Contracted Services (6200) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1	LEA Technology Plan Template	If an LEA does not have a 2016–2017 Technology Plan on file with TEA, it must show evidence of a current local technology plan on participating campuses by completing the LEA Technology Plan Template. Please see attached LEA Technology Plan.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home
5.	The applicant understands that equipment purchased with Technology Lending Grant funds is the property of the LEA.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has a 2016–2017 LEA technology plan on file with TEA, or that it will show evidence of a current local technology plan on participating campuses by completing the Required Program-Related Attachment outlined on page 18 of the Program Guidelines.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into the LEA's technology plan.
12.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 227824

Amendment # (for amendments only):

List the campuses that will be served with these funds. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

East Austin College Prep (EAPrep) Secondary School

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary.

Promesa Public Schools (Promesa LEA), a Charter System/LEA formerly named East Austin College Prep (EAPrep), operates 2 campuses in an extremely impoverished community in Austin's east side. In 2018, the LEA will grow to include 2 additional schools in Corpus Christi and Brownsville, Texas. The LEA's current schools, EAPrep Elementary (preK-5) and EAPrep Secondary School (6-12), are located in a community with extreme poverty, low educational attainment, high dropout, and minimal access to educational resources. To minimize the digital divide and technology-related inequities experienced by students in this community, Promesa LEA is proposing to implement a much needed Technology Lending Program (TLP) – **Project I-TECH** (Integrating Technology in Education, Classrooms, and Homes).

LEA Need: Promesa LEA currently serves 669 students in grades preK – 12 through its two (2) EAPrep campuses. The charter's predominantly minority student population includes: 86.7% Hispanic; 10% African-American; 88.2% Economically Disadvantaged; 65.5% At-Risk; and 25.7% Limited English Proficient (TEA TAPR 2016-17 District Profile). With 88.2% of the charter's student population classified as economically disadvantaged, coupled with multiple risk factors, the need to provide EAPrep students with access to digital technologies and Internet resources is imperative.

Needs Assessment Process. A comprehensive needs assessment was led and overseen by the **Project I-TECH** Program Coordinator and LEA Superintendent and supported by EAPrep's Principals, Director of Information Technology and Technology staff, Curriculum Specialists, and other key staff. The needs assessment was conducted to prioritize campuses and grade levels most in need of a TLP. This team will work collaboratively throughout the duration of the project, at no cost to the grant, to determine if and how the assessment process may need to be altered. Surveys were administered to students, parents, and teachers (Fall 2017) at both campuses addressing various areas of campus programming, resources, and supports as well as available home resources. Objective data sets reviewed included: TEA's Texas Academic Performance Report (TAPR) 2016-17 District and Campus Profiles; annual state standardized test scores (STAAR); student-level academic data (i.e. student grades, annual STAAR-EOC results, graduation, attendance, etc.); EAPrep's internal Campus Technology Assessments; and Promesa LEA's *Technology Plan* (attached). The comprehensive needs assessment, stakeholder surveys and feedback, and analysis of student and campus data identified significant gaps and weaknesses in technology resources available to students both at school and at home as well as significant deficiencies in academic competencies and performance. **Prioritization of Campuses:** Campus prioritization for TLP funds include: 1) low-income students' in need for access to technology and Internet resources at home; 2) campus risk factors; and 3) campus need for technology access and integration in the classroom. Assessments revealed that EAPrep Secondary School student risk factors greatly exceed those of their state peers. Approximately 86.3% of EAPrep students are categorized as economically disadvantaged compared to 59.0% for the state; 25.7% of EAPrep students are ELL compared to 18.9% for the state; and 70.8% of EAPrep students are categorized as at-risk compared to 50.3% for the state (TEA TAPR 2016-17 Campus Profile). The TAPR Campus Profile also found that EAPrep's secondary students scored significantly lower than their state peers in STAAR-EOC assessments for all core academic areas as demonstrated below.

2017 EAPrep Secondary STAAR Results: Percent at Approaches Grade Level or Above Grades 6 – 12

	Reading	Writing	Math	Science	Social Studies
EAPrep	59%	48%	68%	72%	67%
Texas	72%	67%	79%	79%	77%

Compounding issues, EAPrep's 2017 Student Survey determined that approximately 84% of secondary students do not have home computers/technology devices and 78% do not have Internet access at home. Yet 87% of students reported that having access to a technology device at home would support them in school studies. One hundred percent (100%) of educators surveyed (2017 Teacher Survey) reported that access to technology devices and Internet resources at home would contribute to student learning and 92% reported a need for a TLP at EAPrep's Secondary School. Based on these comprehensive assessment findings, EAPrep's Secondary School was selected to initiate **Project I-TECH**.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 26-1609474

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Project Plan: Through **Project I-TECH**, Promesa LEA will ensure that the charter's economically disadvantaged students and those identified as most in need have constant 24/7 access to advanced technology, Internet resources, and digital learning through loaned equipment purchased with TLP grant funding, enabling them to develop the digital and technological skills needed to succeed in a 21st century technological society. **Project I-TECH** will ensure that the charter's most economically disadvantaged students have access to: 1) a dedicated technology device (Chromebook); and 2) mobile WiFi hotspot devices for home Internet access. Technology equipment and devices will be available for all EAPrep Secondary School students to borrow, allowing youth in need to have access to technology devices and Internet resources during school, after school, on weekends and school holidays, and throughout the summer to work on school projects and assignments. Digital equipment and technologies and mobile WiFi devices purchased through **Project I-TECH** will be used to support student learning in state aligned curricula and standards in core foundation subjects.

Project Budget: The total grant funds requested to implement **Project I-TECH** at EAPrep's Secondary School is \$49,900 which will be expended as follows:

- 140 Chromebooks @ \$250 each = \$35,000
- 140 Warranties (2 years)/technology maintenance agreements @ \$60 each = \$8,400
- 100 mobile WiFi hotspot devices @ \$65 each = \$6,500

*Promesa LEA is in communication with several vendors who have agreed to offer mobile WiFi hotspot devices and connectivity at a discounted rate.

Management Plan: Promesa LEA will ensure **Project I-TECH** receives consistent, high-quality management and oversight throughout the grant. The Program Coordinator, supported by the Superintendent and Director of Information Technology, will coordinate and monitor all activities and ensure the project assists in meeting TLP project goals while providing equitable access for students who have limited access to technology/Internet use off campus, particularly low-income students. The Program Coordinator will organize and supervise technology lending activities and work with the Superintendent, Director of Information Technology, Technology Specialists, and EAPrep technology staff, administrators, Curriculum Specialists, and educators to ensure instructional alignment of technology equipment with curriculum as well as timely access and delivery of technology resources. The Program Coordinator will regularly communicate project status towards meeting program goals and objectives with the Superintendent and Principal.

Project Evaluation: Promesa LEA and EAPrep will conduct a formative evaluation of **Project I-TECH** activities. An Evaluation Committee (Program Coordinator, Superintendent, Director of Technology, Principal, key educators, and Curriculum Specialists), will implement evaluation activities to determine if **Project I-TECH** activities and milestones are being implemented as planned and if they contribute to the program's success. The Evaluation Committee and project staff will collect program-level data related to mandatory performance measures such as: number of participants served; number of technology devices distributed; number students who can now access Internet via loaner mobile WiFi hotspot devices; ratio of technology devices to students needing devices; number of teachers who integrate digital technologies in class instruction; number/names of courses using digital materials as part of **Project I-TECH**, etc. Data will be collected through program records/logs, classroom observations and stakeholder surveys (students, teachers, parents). The Evaluation Committee will also assess project effectiveness on student achievement results by collecting and analyzing student-level academic data. Additional project-level information will be collected to assess the implementation of integrated and aligned technology teaching strategies in course curricula including, but not limited to: student grades (report cards); annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; students' grades on report cards; attendance records; etc. The Evaluation Committee will analyze data on a quarterly basis to assess program strengths and weaknesses, making program modifications to enhance services, as needed. **Statutory**

Requirements: Promesa LEA's TLP application completely and accurately addresses all statutory requirements (Schedule #16) and TEA requirements (Schedule #17). **Ongoing Commitment to Goals of Program:** Promesa LEA is committed to ensuring the success of this initiative and the goals of **Project I-TECH**. Promesa LEA will coordinate efforts of similar programs to maximize program effectiveness, including funding received from state grants such as Texas 21st Century Community Learning Centers and a federal US Department of Education Innovative Literacy Program grant to coordinate all efforts towards technology. *TLP funds will supplement, not supplant, programs and services provided with local or state funds.* As part of its commitment to the goals of this project, the charter's resource development team will continue to research, identify, and secure outside funding to sustain this project beyond the life of the grant.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227824			Amendment # (for amendments only):		
Program authority: General Appropriations Act, Article III, Rider 8, and House Bill 3526, 85 th Texas Legislature; Texas Education Code Section, 32.301					
Grant period: May 1, 2018, to August 31, 2019			Fund code: 410		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$49,900	\$0	\$49,900
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$0	\$0
Total direct costs:			\$49,900	\$0	\$49,900
Percentage% <u>indirect costs</u> (see note):			N/A	\$0	N/A
Grand total of budgeted costs (add all entries in each column):			\$49,900	\$0	\$49,900
Administrative Cost Calculation					
Enter the total grant amount requested:					\$49,900
Percentage limit on administrative costs established for the program (15%):					× .15
Multiply and round down to the nearest whole dollar. Enter the result.					\$7,485
This is the maximum amount allowable for administrative costs, including indirect costs:					

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services

#	Description of Service and Purpose	Grant Amount Budgeted
1		\$
2		\$
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
a. Subtotal of professional and contracted services:		\$
b. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a and b) Grand total		\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227824		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$49,900
Grand total:		\$49,900

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 227824		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6400	Operating costs that do not require specific approval:	\$0
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 227824

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
66XX—Computing Devices, capitalized				
1			\$	\$
2			\$	\$
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
66XX—Software, capitalized				
11			\$	\$
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
66XX—Equipment, furniture, or vehicles				
18			\$	\$
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds														
County-district number or vendor ID: 227824										Amendment # (for amendments only):				
Part 1: Student Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.														
Student Category	Student Number	Student Percentage	Comment											
Economically disadvantaged	490	86.3%												
Limited English proficient (LEP)	146	25.7%												
Disciplinary placements	0	0%												
Attendance rate	NA	94.5%												
Annual dropout rate (Gr 9-12)	NA	1.4%												
Part 2: Students To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.														
School Type:		<input type="checkbox"/> Public		<input checked="" type="checkbox"/> Open-Enrollment Charter		<input type="checkbox"/> Private Nonprofit		<input type="checkbox"/> Private For Profit		<input type="checkbox"/> Public Institution				
Students														
PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
							50	69	86	89	105	99	70	568

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Schedule #13—Needs Assessment

County-district number or vendor ID: 2227824

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with “need” defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District Assessment: Promesa Public Schools (Promesa LEA), a Charter System/LEA formerly named East Austin College Prep (EAPrep), operates 2 campuses in an extremely impoverished community in Austin’s east side. In 2018, the LEA will grow to include 2 additional schools in Corpus Christi and Brownsville, Texas. The LEA’s current schools, EAPrep Elementary (preK-5) and EAPrep Secondary School (6-12), are located in a community with extreme poverty, low educational attainment, high dropout, and minimal access to educational resources. During the planning of **Project I-TECH**, the LEA conducted comprehensive campus needs assessments. Objective data sets reviewed included: annual state standardized test scores (STAAR); TEA’s Texas Academic Performance Report (TAPR) 2016-17 District and Campus Profiles; 2017 EAPrep Student, Parent, and Teacher Surveys; and the LEA’s Technology Plan (attached). EAPrep currently serves 669 students charter-wide in grades preK – 12. The charter’s student population includes: 86.7% Hispanic; 10% African-American; 88.2% Low-Income; 65.5% At-Risk; and 25.7% Limited English Proficient (TEA TAPR 2016-17 District Profile). **Campus Needs Assessment:** A comprehensive needs assessment was conducted to prioritize campuses and grade levels most in need of the Project I-TECH technology lending program (TLP). Technology resources and gaps identified in the Promesa LEA’s Technology Plan (attached) were assessed. The Technology Plan demonstrated that EAPrep Secondary School currently has only one computer lab for grades 6 – 12 equipped with 30 desktop computers shared and used throughout the school day for instruction in all core subjects including technology and computer science courses. Each classroom is equipped with 1-2 computers with multimedia capabilities and network connectivity for use by teachers and students. And while EAPrep currently implements a modified TLP through which students can borrow/check out Chromebooks paid for through State funds for Instructional Materials Allotment, this program is only available to 12th graders as the school presently only has 70 Chromebooks available for loan. With a student population of 568 students, a majority of which are economically disadvantaged, many EAPrep secondary students are left without access to mobile technology devices to use or borrow. EAPrep’s internal Campus Technology Assessment rubric, patterned after TEA’s Texas Campus STaR chart, was also assessed to identify campus technology resources and needs. Similar to the STaR chart, EAPrep’s Campus Technology Assessment captures key data and information for each campus and its status towards reaching the goals of Texas’ Long Range Plan for Technology. EAPrep’s Secondary School was determined to have the highest need for TLP funding with several technology areas identified as needing improvement including: Teaching and Learning in Content Area Connections; Technology Applications and TEKS Implementation; Student Mastery of Technology Applications; Online Learning and Instructional Support; and Students per Computers or Technology Devices. Campuses were also prioritized using the 2016-17 TAPR risk factors and STAAR results. EAPrep’s Secondary School consists of 86.3% economically disadvantaged, 25.7% limited English proficient (LEP), and 70.8% at-risk students. STAAR results found that EAPrep secondary students scored significantly lower than peers statewide in all core academic areas (below).

2017 EAPrep Secondary STAAR Results: Percent at Approaches Grade Level or Above Grades 6 – 12

	Reading	Writing	Math	Science	Social Studies
EAPrep	59%	48%	68%	72%	67%
Texas	72%	67%	79%	79%	77%

Stakeholder Surveys: Compounding issues, the 2017 Student Survey determined that approximately 84% of secondary students do not have home computers/technology devices while 78% do not have residential internet access to assist them in completing homework or school projects after school, on weekends, or during holidays or summer. Only 55% of students have Smartphones with Internet access. Approximately 87% of secondary students reported that having access to loaner technology devices would help them in studying and completing homework/school projects at home while 90% reported that having internet access at home would support them in school studies and homework completion. The 2017 Parent Survey demonstrated that 95% of parents would encourage their child to use technology devices at home after school, on weekends, and holidays to complete homework or school projects if a loaner device was available. One hundred percent (100%) of educators surveyed (2017 Teacher Survey) reported that access to technology devices and Internet resources at home would contribute to student learning while 92% indicated a need for a TLP at EAPrep’s Secondary School. Based on findings, EAPrep’s Secondary School was selected to initiate **Project I-TECH**.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address															
1.	<p>Performance of EAPrep Secondary School students in (grades 6 – 12) in 2017 STAAR-EOC was significantly below state results in ALL core subjects including Reading, Writing, Math, and Science (see below).</p> <table border="1"> <caption>2017 EAPrep Secondary School STAAR Results: Percent at Approaches Grade Level or Above</caption> <thead> <tr> <th></th> <th>Reading</th> <th>Writing</th> <th>Math</th> <th>Science</th> </tr> </thead> <tbody> <tr> <td>EAPrep</td> <td>59%</td> <td>48%</td> <td>68%</td> <td>72%</td> </tr> <tr> <td>Texas</td> <td>72%</td> <td>67%</td> <td>79%</td> <td>79%</td> </tr> </tbody> </table> <p>EAPrep students demonstrate a need for targeted interventions and tutorials available at school and home.</p>		Reading	Writing	Math	Science	EAPrep	59%	48%	68%	72%	Texas	72%	67%	79%	79%	<p>Through Project I-TECH (Integrating Technology in Education, Classrooms, and Homes) students will have access to technological equipment, devices, and Internet resources through which they can access a multitude of educational supports, tutorials, research, and targeted academic interventions both during school and at home through the use of loaned technology devices and residential Internet access (mobile WiFi hotspots). Students will be engaged in learning, both in and out of school, increasing their academic skills and proficiencies.</p>
	Reading	Writing	Math	Science													
EAPrep	59%	48%	68%	72%													
Texas	72%	67%	79%	79%													
2.	<p>Students attending EAPrep Secondary School (grades 6-12) have high rates of risk factors (see below).</p> <table border="1"> <caption>TAPR 2016-2017 Student Risk Factors</caption> <thead> <tr> <th></th> <th>Economically Disadvantaged</th> <th>English Language Learners</th> <th>At-Risk</th> </tr> </thead> <tbody> <tr> <td>EAPrep</td> <td>86.3%</td> <td>25.7%</td> <td>70.8%</td> </tr> <tr> <td>TEXAS</td> <td>59.0%</td> <td>18.9%</td> <td>50.3%</td> </tr> </tbody> </table> <p>EAPrep's low-income students have limited access to technologies at home, hindering their learning when out of school. ELL students require supplemental supports and access to technologies and bilingual tutorials to keep up academically. At-risk students need resources and opportunities promoting positive behaviors and skills building.</p>		Economically Disadvantaged	English Language Learners	At-Risk	EAPrep	86.3%	25.7%	70.8%	TEXAS	59.0%	18.9%	50.3%	<p>Project I-TECH will minimize at-risk behaviors displayed by students at targeted campuses. Economically disadvantaged and At-Risk students will have access to loaner technology devices and Internet resources (mobile WiFi hotspots) enabling them to connect to skills building, motivational leadership, behavioral development, and college and career applications, including access to online mentoring and tutoring. ELL students will have access to bilingual tutorials. Access to online academic supports will increase at-risk students' academic competencies, motivation and confidence, minimizing their at-risk behaviors.</p>			
	Economically Disadvantaged	English Language Learners	At-Risk														
EAPrep	86.3%	25.7%	70.8%														
TEXAS	59.0%	18.9%	50.3%														
3.	<p>A majority of students at EAPrep Secondary School do NOT have access to a computer or technology device at home. EAPrep's 2017 Student Survey found that <u>84% of secondary students do not have a computer or technology device</u> at home to use to complete homework or school projects after school, on weekends, or during holidays or the summer. Only 55% of students have Smartphones.</p>	<p>Project I-TECH will alleviate the barrier of a lack of home technology resources by providing students at target campuses with loaner digital devices (Chromebooks) for use at school and home after school, weekends, holidays, and summer. Students will receive technology training to increase their skills in the use of digital devices.</p>															
4.	<p>A majority of students at EAPrep Secondary School do NOT have Internet access at home. EAPrep's 2017 Student Survey found that <u>78% of EAPrep's secondary students do not have residential Internet</u> access to use to complete homework or school projects after school, on weekends, or during holidays or the summer. As a result, their academic performance suffers.</p>	<p>Project I-TECH will alleviate the lack of home Internet access by providing students and families at targeted campuses with Internet access through loaned mobile WiFi hotspots. Students will be trained on Internet resources and given access to online educational supports, tutorials, etc. at school and home after school, weekends, holidays, etc.</p>															
5.	<p>EAPrep Secondary School needs technology equipment and devices to support student learning. A 2017 Teacher Survey found that: 92% of educators reported a need for a TLP at this campus while 100% felt student access to technologies and Internet at home would benefit their learning.</p>	<p>Project I-TECH will provide low-income students with technology devices they can use at home and school and mobile WiFi hotspots through which they can access educational Internet resources at school and home during out-of-school hours for use on homework, school projects, and studying.</p>															

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Schedule #14—Management Plan

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Program Coordinator	EAPrep's Technology Resource Manager, Mr. Zach Moore, will serve as Program Coordinator. He has 10+ years in resource management and will maintain program oversight of all Project I-TECH activities: inventory management, monitoring/distribution of equipment, evaluation, etc.
	Superintendent	Mr. Jaime Huerta, LEA Superintendent, has 15 years of experience overseeing schools and educational grant programs and will support Project I-TECH oversight and management.
2.	Director of Information Technology	Ms. Michelle Smallwood, Director of Technology, will provide support in the management and oversight of the program. She has an MBA in Information Technology, and years of experience with multiple platforms/operating systems, portable devices, networks, digital technology, etc.
3.	Technology Specialist	Technology Specialists will assist in the inventory of equipment, ensure that all technology devices are operational, and that appropriate online curriculum and programs are accessible. Services will include ongoing maintenance of all equipment purchased through the grant. **Services of ALL aforementioned personnel will be provided at no cost the grant.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Purchase technology devices and mobile WiFi hotspots	1. Start procurement process for technology purchase	05/01/2018	05/31/2018
		2. Solidify mobile hotspot WiFi contracts	05/01/2018	05/31/2018
		3. Purchase Chromebooks and mobile WiFi hotspots	06/01/2018	06/31/2018
		4. Configure and inventory all technology equipment	07/01/2018	08/17/2018
		5. Place internet blocks on devices and mobile WiFi hotspots to limit access to unsuitable we content	07/01/2018	08/17/2018
2.	Teacher training, pre-surveys and distribute tech devices & mobile WiFi hotspots	1. Train staff on Technology Lending Program (TLP)	08/13/2018	08/17/2018
		2. Notify students/parents about TLP resources	08/20/2018	08/24/2018
		3. Distribute teacher and student pre-surveys	08/20/2018	08/24/2018
		4. Identify students most in need of devices & hotspots	08/27/2018	08/31/2018
		5. TLAs signed, tech devices issued to students	09/03/2018	09/07/2018
3.	Student/parent orientation, engagement in online learning	1. Conduct student and parent TLP orientation	09/03/2018	09/07/2018
		2. Students trained in school online accounts/resources	09/10/2018	Ongoing
		3. Students trained in online educational resources	09/10/2018	Ongoing
		4. Link students to engaging tech learning opportunities	09/10/2018	Ongoing
4.	Integrate technology into daily instruction, increase STAAR scores	1. Teachers select classroom Internet resources	08/13/2018	08/17/2018
		2. Integrate web-based learning at school and home	08/20/2018	Ongoing
		3. Provide students with technology training & support	08/20/2018	Ongoing
		4. Assess students for targeted intervention needs	10/01/2018	Ongoing
		5. Recommend online resources for home study	10/01/2018	Ongoing
5.	Increase students' performance in Math and Science STARR tests by 10% from baseline	1. Post-surveys (students, parents, teachers)	05/20/2019	05/24/2019
		2. Student equipment check-in and return	05/20/2019	05/24/2019
		3. Equipment checked for damage and maintenance	05/20/2019	05/31/2019
		4. Equipment inventoried for next school year	06/03/2019	06/30/2019
		5. Program evaluation and assessment	06/01/2019	07/31/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Program Coordinator will oversee and monitor all **Project I-TECH** activities and will be supported by the Superintendent, Director of Technology, and Technology Specialists. He will ensure that the project consistently meets Technology Lending Program (TLP) project goals and ensures equitable access for students who have limited access to technology use off campus, particularly economically disadvantaged students. The Program Coordinator will organize and supervise technology lending activities, including the timely inventory, distribution, and maintenance of all loaner equipment, with the Director of Technology and campus Technology Specialists. The Program Coordinator will work with campus administration and staff (Principals, teachers, Curriculum Specialists, etc.) to ensure instructional alignment with curriculum as well provide educators with ongoing access to technology resources. The Program Coordinator will ensure that timelines are met for purchasing and distributing equipment to students identified as not having access to personal technology devices at home and providing students in need with off-campus Internet access via mobile WiFi hotspot devices. He will regularly communicate project status towards meeting program goals and objectives with school stakeholders including Superintendent, Principals, and educators. In the event that the program experiences unforeseen delays or difficulties, the Program Coordinator will meet with key staff involved in project implementation to coordinate a plan of action to overcome barriers and proceed with the proposal project goals and timelines. The Program Coordinator will maintain open and clear communication with corporate and campus staff, students, and parents by hosting quarterly meetings to keep all stakeholders apprised of the project status. Monthly planning meetings will also be held with the Program Coordinator, Superintendent, Principal, Director of Information Technology, educators, Curriculum Specialists and other key staff to solicit and incorporate feedback and inform them of program adjustments and progress. *All staff will participate and provide services at no cost to the grant.* The Program Coordinator will create an online link where teachers, parents, and students can provide instant feedback. Semi-annual focus groups will be held with these stakeholders, LEA administrators and technology staff, to solicit their program reviews and recommendations.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Ongoing/Existing Projects and Coordination of Efforts to Maximize Effectiveness: Promesa LEA is committed to ensuring the ongoing success of its students by sustaining programs and initiatives which positively affect their academic growth and achievement. As such, Promesa LEA will make concerted efforts to sustain this much needed project over time. To maximize the effectiveness of TPL funds, Promesa LEA and EAPrep will coordinate efforts by leveraging resources already provided through other funding sources. EAPrep currently operates a Technology Lending Program for 12th grade students which loans Chromebooks paid for by State instructional materials allotments. EAPrep also currently receives funding from TEA to support a Texas 21st Century Community Learning Center and local, corporate, and foundation funding to support College and Career Readiness programming. Each of these initiatives is designed to improve student achievement for high need student populations, particularly minority, low-income, low-performing, and underserved students. Further, each of these initiatives provides students with access to digital technologies and learning opportunities which can be utilized and leveraged to support and maximize the effectiveness of **Project I-TECH** activities. *TLP funds will supplement, not supplant, programs and services provided with local or state funds.*

Ensuring Participant Commitment: EAPrep has already established strong educator support for this initiative. One hundred percent (100%) of educators surveyed (2017 Teacher Survey) reported that access to technology devices and Internet resources at home would contribute to student learning while 92% indicated a need for a TLP at the secondary campus. Student participant commitment will be solidified by providing economically disadvantaged students and families with access to digital technology devices and off-campus internet access to support learning at home. As demonstrated in the 2017 Student Survey, 84% of EAPrep secondary students do not have technology devices while 78% do not have residential internet access. As such, TLP funds will allow students the opportunity to borrow Chromebooks as well as have internet access away from campus, allowing them to complete homework or school projects from home after school, on weekends /school holidays, and during the summer, ensuring their ongoing commitment to the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review TLP inventories and records to assess digital technology use (quarterly)	1.	90% of eligible students will check out a digital device
		2.	90% of eligible students will have access to WiFi hotspots and Internet
		3.	100% of students will access WiFi through charter resources and hotspots
2.	Classroom observations rubric and pre- and post-program Teacher Survey	1.	80% of teachers will incorporate technology in classroom instruction
		2.	75% of teachers will actively integrate new pedagogical strategies, digital technology, and educational Internet resources in curricula and lessons
3.	Pre- and Post- Program Student Survey, Parent Survey, and Teacher Survey	1.	100% of participating students/parents will have access to online learning
		2.	85% of participating students will access online tutorials/resources
		3.	90% of participating students/ parents will report above average satisfaction in using technology devices and digital online resources to learn.
4.	STAAR assessments, student grades/report cards, campus/ charter student promotion and graduation records	1.	75% of students will increase STAAR scores in English, Math, and Science
		2.	90% of participating students will demonstrate proficiency in TEKS
		3.	95% of participating students will be promoted to the next grade on-time
		4.	85% of eligible students will graduate on time

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Processes for Data Collection and Evaluation Design: Promesa LEA and EAPrep will conduct a formative evaluation of **Project I-TECH** activities. With the support of the Research and Evaluation Department, an Evaluation Committee (Program Coordinator, Superintendent, Director of Technology, Principal, key educators, and Curriculum Specialists), will implement evaluation activities to determine if **Project I-TECH** services/milestones are being implemented as planned and if they contribute to the program's success. The evaluation team and project staff will collect program-level data related to mandatory performance measures such as: number of participants served; number of technology devices distributed; number students who have Internet installed at home; ratio of technology devices to students needing devices; number of teachers who leverage electronic instructional materials and integrate digital technologies in class instruction; number/names of courses using digital materials as part of **Project I-TECH** and titles of digital content; etc. through classroom observations, interviews, and surveys administered to key stakeholders (administrators, teachers, staff, students) participating in **Project I-TECH** throughout the grant period to determine status of digital equipment distribution as well as technology integration in both the classroom and at home. Additional project-level information will be collected to assess the implementation of integrated and aligned technology teaching strategies in course curricula. The Evaluation Committee will also assess project effectiveness on student achievement results by collecting and analyzing student-level academic data including, but not limited to: student grades (report cards); annual STAAR-EOC results; Texas Academic Performance Report (TAPR) results; students' grades on report cards; attendance records; etc.

Identifying and Correcting Problems with Project Delivery: The Evaluation Committee will analyze data on a quarterly basis to assess program strengths and weaknesses. The ongoing collection of data will allow for frequent review and analysis to determine the effectiveness and efficiency of program implementation and progress in meeting goals and objectives. In the event that weaknesses are identified, the Program Coordinator and **Project I-TECH** team will immediately develop a strategy to correct identified problems. In turn, the **Project I-TECH** team will meet with campus staff to implement project modifications and strengthen the program. The Evaluation Committee will also assess the extent to which performance targets are met through qualitative and quantitative data such as stakeholder surveys, classroom walk throughs, teacher evaluations, program participation data, and student academic achievement records. The **Project I-TECH** team will identify accomplishments, challenges, and lessons learned to provide information for continuous program improvement. *All evaluation activities will be conducted at no cost to the grant.*

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227824

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe the availability of existing equipment to students in the LEA and other funding available for the purchase of student technology devices. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Promesa Public Schools (Promesa LEA), an open-enrollment Charter System/LEA, is proposing to implement the **Project I-TECH** technology lending program (TLP) to close the digital gap for low-income students who do not have access to technology or Internet resources at home. TLP grant funds will provide students with access to digital equipment and content that will support LEA efforts in meeting the Texas Long Range Plan for Technology which provides that all learners will have access to relevant technologies, tools, resources, and services for individualized instruction 24 hours a day, 7 days a week.

Student technology devices purchase with TLP funds will assist the LEA in providing EAPrep's low-income students: 1) access to a dedicated technology device; and 2) access to the Internet through mobile WiFi hotspot devices. Technology devices and hotspots will be loaned to students to support student learning 24/7 during school and at home after school, on weekends and holidays, and during the summer. Funding for **Project I-TECH** will enable Promesa LEA to purchase: 1) 140 technology devices (Chromebooks) and 140 2-year warranties; and 2) 100 mobile WiFi hotspot devices to be loaned to EAPrep Secondary School students on a needs-driven basis, with priority given to low-income students and those identified as most in need. Promesa LEA will utilize TLP purchased equipment in a cohesive manner with technology purchased from other funding sources to ensure all EAPrep students have equitable access to technology.

As an open-enrollment Charter System/LEA, Promesa LEA does not receive funds from local tax revenue afforded to public independent school districts. As such, a majority of the LEA's funds are utilized for direct instruction and remedial academic intervention efforts to support its at-risk and economically disadvantaged students. The LEA has limited funds for the purchase of digital technologies and/or devices to loan to its students. Most of the technology equipment and devices at each of its charter campuses (EAPrep Elementary and EAPrep Secondary School) are purchased with Instructional Materials Allotment (IMA) state funds. For example, EAPrep currently implements a modified TLP through which students can borrow/check out Chromebooks paid for with IMA funds. Unfortunately, with limited funding the school only has 70 Chromebooks available for loan and is limited to EAPrep 12th grade students.

Additionally, as detailed in Promesa LEA's Technology Plan (attached), EAPrep Secondary School educators have access to technology resources to support classroom instruction such as grade-level appropriate instructional software, online curriculum documents, and Internet access. Each classroom has 1 – 2 personal computer for teacher and student use. Some classrooms are equipped with audio-visual equipment and electronic whiteboards. EAPrep's Secondary School also has one (1) computer lab equipped with 30 desktop computers for student use throughout the school day. However, with limited technologies made available to them, EAPrep's low-income and at-risk students cannot fully engage in 21st century learning from home or during out-of-school hours.

Project I-TECH will leverage existing resources, including equipment, electronic instructional materials, human resources, and technology-related staff development training funded by other sources to ensure that students receive the maximum benefits of this program. Equipment purchased from all funding sources will be used in a cohesive manner to ensure all students have dedicated access to a mobile technology device and will incorporate digital learning both at school and at home after school, on weekends and holidays, and during the summer.

In 2014, Promesa LEA received federal funding from the US Department of Education (USDE) Innovative Approaches to Literacy Program through which EAPrep students and educators had access to: up-to-date, high-quality hard copy and electronic instructional and media materials; state-of-the art Web 2.0 technology and equipment to support literacy; job-embedded professional development for educators and administrators; and access to hard copy and electronic educational materials to support literacy and learning. Grant funding was also utilized to purchase 30 Kindles to loan to students. While grant funding has since ended, several Kindles are still in good working condition and are available for students to check out. Promesa LEA also receives TEA state funding to operate Texas 21st Century Community Learning Centers (CCLC) at its EAPrep Elementary and Secondary Schools. Through this program, the charter receives limited funding to purchase technology-related equipment and supplies including, but not limited to: laptops, printers, copiers, tablets, computer monitors, and electronic educational materials and resources to support student learning. Equipment will be leveraged and efforts will be coordinated to maximize the effectiveness of all technology-related grant funds (*TLP funds will supplement, not supplant, programs/services provided with local or state funds*).

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 227824

Amendment # (for amendments only):

TEA Program Requirement 1: Describe how the technology lending program aligns with the existing mission and goals for the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In developing **Project I-TECH**, Promesa LEA administrators and EAPrep campus leadership and staff worked in partnership to ensure that the technology lending program (TLP) directly aligns with existing LEA mission and goals. The mission of Promesa LEA is: *"To serve as a model elementary, middle, and high school that successfully prepares all students, regardless of economic background, for a rigorous high school curriculum, graduation, and ultimately success in college and career."* The school provides a rigorous college preparatory curriculum, including a strong foundation in math and science for students pursuing a science, technology, engineering, arts, or mathematics (STEAM) field. LEA and school leadership is committed to preparing all students with the digital and technological skills needed to succeed in a 21st century technological society and, as such, is taking significant efforts to ensure that students have constant access to advanced technology and digital learning.

Promesa LEA is increasingly integrating digital content in all of its campuses. EAPrep Secondary School currently has one computer lab for grades 6 – 12 equipped with 30 desktop computers shared and used throughout the school day for instruction in all core subjects including technology and computer science courses. However, with a student population of 568 students, the need for use of the computers at this campus oftentimes exceeds availability. And while EAPrep currently implements a modified TLP through which students can borrow/check out Chromebooks paid for through State funds for Instructional Materials Allotment, this program is only available to 12th graders as the school presently only has 70 Chromebooks available for loan. As such, many of EAPrep's low-income secondary students are left without access to mobile technology devices to use or borrow. In fact, EAPrep's 2017 Student Survey determined that approximately 84% of secondary students do not have home computers/technology devices while 78% do not have residential internet access to assist them in completing homework or school projects after school, on weekends, or during holidays or summer. Additionally, only 55% of students have Smartphones with Internet access. Approximately 87% of secondary students reported that having access to loaner technology devices would help them in studying and completing homework/school projects at home while 90% reported that having internet access at home would support them in school studies and homework completion. The 2017 Parent Survey reiterated these findings with 95% of parents reporting that they would encourage their child to use technology devices at home after school, on weekends, and holidays to complete homework or school projects if a loaner device was available.

In alignment with Promesa LEA's mission, **Project I-TECH** ensures that low-income students have constant access to advanced technology, Internet resources, and digital learning, enabling them to develop the digital and technological skills needed to succeed in a 21st century technological society. Additionally, the project directly aligns with the following goals identified in the Promesa LEA's Technology Plan (attached):

- ❖ Goal 1: Students will utilize LEA technology resources to support ongoing learning and acquire 21st century technology skills necessary to be successful in college and career.
- ❖ Goal 2: Ensure all teachers and students have access to technology-enhanced curriculum and resources.
- ❖ Goal 3: Provide sufficient technology equipment and resources to support ongoing student achievement.
- ❖ Goal 4: Maintain LEA technology infrastructure to ensure ongoing access to technology resources for all campuses.

Through TLP funding and the implementation of **Project I-TECH**, Promesa LEA will address the aforementioned technology goals by providing low-income students access to: 1) a dedicated technology device (Chromebook) and 2) mobile WiFi hotspot devices (for students who do not have residential Internet services). Low-income students identified as most in need will be encouraged to borrow **Project I-TECH** devices, allowing youth to have access to technology and educational Internet resources at home during after school hours, on weekends, during school holidays, and throughout the summer to work on school assignments and projects. Digital devices, technologies, and content purchased through **Project I-TECH** will be used to support student learning in state aligned curricula and standards in core foundation subjects (English Language Arts, Science, mathematics, and technology/computer science). Texans Can educators will also utilize digital devices to fully engage the charter's high need and high risk target population. Educators will integrate technology into classroom curriculum to create engaging lessons and provide the greatest learning experiences possible for all students.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

TEA Program Requirement 2: Describe a plan for providing internet access to student residences, residential centers, and/or on the buses that transport students (for whom a single ride lasts, on average, at least an hour) with the highest need for off-campus internet access. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As an open-enrollment charter school system, a majority of Promesa LEA's funds are utilized for direct instruction and remedial academic intervention efforts. As a result, the LEA's budget is limited on funds available for the purchase of digital technologies and/or devices to loan to students. Yet in this extremely impoverished community, the need to provide low-income students with access to digital technologies and Internet access at home is urgent.

As previously discussed Promesa LEA and its EAPrep charter schools serve an extremely impoverished community in East Austin where 88.2% of the LEA's student population and 86.3% of EAPrep secondary's student population are classified as economically disadvantaged. As such, oftentimes these impoverished students and their families lack the financial resources needed to purchase home technology equipment or Internet services. For example, EAPrep's 2017 Student Survey determined that approximately 84% of secondary students do not have home computers/technology devices while 78% do not have residential internet access to assist them in completing homework or school projects after school, on weekends, or during holidays or summer. Yet 87% of secondary students reported that having access to loaner technology devices would help them in studying and completing homework/school projects at home while 90% reported that having internet access at home would support them in school studies and homework completion.

In response to this tremendous need, Promesa LEA is proposing to implement **Project I-TECH** (Integrating Technology in Education, Classrooms, and Homes) at EAPrep Secondary School. **Project I-TECH** will ensure the equitable distribution of loaner technology and Internet access for the school's economically disadvantaged students and those identified as most in need by providing students access to: 1) a personal technology device for learning through a check-out program; and 2) Internet services through loaned mobile WiFi hotspot devices.

Plan for Providing Internet Access to Student Residences with the Highest Need:

To ensure that students in most need for off-campus internet were provided these services, **Project I-TECH** management team (Program Coordinator, Superintendent, and Director of Internet Technology) worked in partnership with LEA and EAPrep administrators, educators, and staff to devise a plan for the equitable distribution of TLP resources. Subsequently, the following plan was devised in accordance with the General Education Provision Act (GEPA) to ensure that all students will be provided with equal access to resources and services without regard to race, color, national origin, gender, age or disability:

- 1) All 568 students at EAPrep Secondary School (grades 6-12) will have access to loaner hotspots.
- 2) The distribution of Internet access via WiFi hotspots will be needs-based driven with priority given to students who do NOT currently have Internet access at home and who are determined to be low-income; at-risk; and/or require additional academic interventions and supports to pass state assessments for foundation subjects (English, Writing, Math, Science, Social Studies)., Texans Can will provide equal access to resources and services without regard to race, color, national origin, gender, age, or disability.

Upon planning **Project I-TECH**, Promesa LEA communicated with several vendors who have agreed to offer mobile WiFi hotspot devices and connectivity at a discounted rate. Upon grant award, Promesa LEA will solidify these districts and contracts. Access to Internet resources will enable EAPrep's low-income students to complete homework assignments and school project at home after school, on weekends and holidays, and during the summer. Students will be increasingly engaged in learning, both in and out of school, and, as a result, will increase their academic competencies and performance.

Students accessing mobile WiFi hotspot devices will be required to complete and sign the charter's Technology Lending Agreement (TLA). The TLA references an existing Responsible Use Policy and will be signed by the student as well as a parent or guardian and requires that the Internet will be used solely for educational purposes by the student. Further, the TLA will verify that students receiving internet access at home have demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS) for the appropriate grade band. EAPrep's Technology Department will place internet blocks and safeguards on mobile hotspots to limit access to unsuitable content.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

TEA Program Requirement 3: Describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep utilizes basic digital technology to support current curriculum, instruction, and classroom management practices. Students are becoming increasingly engaged in exciting learning experiences through increased access to rigorous, integrated curricula, technology devices, and online resources to support student learning in Texas Essential Knowledge & Skills (TEKS) aligned curricula in core foundation subjects. The integration of technology into all core subjects, including the use of software directly linked to state standards and benchmarks, supports students who adapt better to different learning and instructional styles, allowing all students opportunities to demonstrate improvement in their academic achievement. **Project I-TECH** directly aligns with and would tremendously support EAPrep's implementation of curriculum, instruction, and classroom practices. EAPrep is making concerted efforts to enhance their curriculum designs with competency-based, project-based, and blended learning disciplines and curriculum which have proven effective for hard-to-serve students. In order for students to learn how to manage, understand, and evaluate the abundance of information available through technology, EAPrep provides opportunities in all curricular areas for students to access technology to gather and evaluate information, as well as create educational products that communicate their understanding, including presentations, video, and the creation of online content. For example, EAPrep's Reading and Writing programs (grades 6-8) focus on enhancing students' literacy skills through proven effective blended learning and project-based instruction. Students are provided text-based reading materials and instructed to write their responses to these readings through various literacy methods including poetry, papers, written materials, presentations, etc. Students, in turn, are required to conduct Internet research to support their responses and projects. In accordance with Promesa LEA's Technology Lending Plan (attached), digital technology equipment made available through TLP funding will be used to infuse technology into curriculum and instructional practices both in and out of the classroom, enhancing students' metacognitive, critical and creative thinking, and information processing skills.

TEA Program Requirement 4: Describe how the applicant is using digital instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EAPrep's vision is to provide all students with a rigorous college preparatory curriculum with a strong foundation in STEM (science, technology, engineering, and mathematics) subjects, including providing students with digital and technological skills needed to succeed in college and career. Digital technology and electronic instructional materials are integrated into foundation curricula for all core subjects and for all grade levels through various methods to support interactive instruction and engage students in experiential learning. The consistent use of technology in a variety of contexts and across disciplines allows students to develop strong creative and critical thinking skills. Promesa LEA's educational system is increasingly supported by electronic instructional materials and web-based resources, helping educators create lesson plans with opportunities for rich and engaging interaction with students. Online lessons are flexible and can be used for both introductory and advanced delivery of course content and assessment.

To ensure students' success in college and career, a strong foundation in core academic subjects is critical. At EAPrep, this foundation is evident in the school-wide focus on STEM instruction. This core of instruction is built not only the course content, but also the delivery and products of instruction. As students focus on all STEM subjects, technology is used to deepen their understanding, provide hands-on-learning opportunities, and address different learning styles. For example, students use interactive models to understand and demonstrate key concepts, including using web-based models for understanding human anatomy, an interactive periodic table of elements, building and deconstructing atoms using software, and performing exercises to understand fractions using SMART response boards. In their ongoing dedication to providing engaging, relevant, and academically rich content, teachers demonstrate concepts using PowerPoint, interactive websites, video, and other technological tools. At the same time, students are often required to complete homework assignments, develop presentations, and study for quizzes and tests utilizing web-based resources.

Further, online tutorials and resources such as 'BrainPOP' are also utilized for younger or remedial learners to support EAPrep's foundation curricula subject areas and engage students in interactive learning. BrainPOP provides animated, curricular content that engages students, supports educators, and enhances academic achievement. In traditional, blended, and "flipped" learning settings, BrainPOP supports individual, team, and whole-class learning in foundation subjects, illustrating complex concepts in Science, English, Math, Technology, etc. in engaging, easy to learn methods.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 227824

Amendment # (for amendments only):

TEA Program Requirement 5: Describe how the infrastructure and technical support is adequate to support students' anticipated use of devices through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technology Infrastructure: Promesa Public Schools (Promesa LEA), a Charter System/LEA, currently operates two schools in an impoverished community in East Austin: EAPrep Elementary (preK – 5) and EAPrep Secondary (6 – 12) Schools. To support these schools, Promesa LEA maintains an existing Technology Department infrastructure and resources which will adequately support the activities, equipment, goals, and outcomes of **Project I-TECH**.

Both EAPrep campuses are equipped with technology, computer labs, and video-conferencing capabilities. Campuses also have a telecommunication line that runs throughout the LEA's network infrastructure to maintain on-demand fast, reliable communication. EAPrep maintains a physical transport circuit going to the ISP which provides 75 Mbps internet bandwidth to the district. EAPrep campuses have adequate connectivity and data-flow with the central campus, which is located in the EAPrep Elementary School campus.

GigaMAN circuits provide access to Region 13 for distance learning, video conferencing, and hosted applications. Campuses use the video conferencing equipment to participate in distance learning events and professional development. Additional technology resources available to EAPrep students and teachers include:

- One computer lab at each school campus, each of which is equipped with 30 desktop computers available for instruction with access to the Internet, computer resources, and online LEA resources.
- Each classroom is equipped with 1 – 2 computer workstations with multimedia capabilities and network connectivity for teacher and student use.
- Several classrooms are equipped with mounted interactive boards.
- A number of computer laptops, interactive boards, document readers, and digital projectors are available for teacher use.
- All staff have a computer to access email and other online applications.

Promesa LEA's non-profit parent organization, Southwest Key Programs, provides the LEA with additional technological infrastructure including, but not limited to: firewalls, routers, network switches and cabling infrastructure. EAPrep's buildings have extensive Gigabit fiber and 10/100/1000 copper cabling infrastructure in place. Further, they maintain a secure, managed, wireless network providing separate VLANs for EAPrep and Southwest Key Programs. EAPrep also has access to high bandwidth connections and recently received a Google Fiber Grant which will provide a gigabit connection that will significantly increase Internet connectivity speeds and capabilities and support interactive distance learning, professional development, and video-conferencing capabilities.

Technical Support: Cooperatively, both EAPrep and Southwest Key's IT Departments and trained IT professionals support EAPrep's IT infrastructure and will be available to provide technical support adequate to maintain students' anticipated use of TLP devices. Southwest Key maintains a centralized technical helpdesk and ticket tracking system that EAPrep's staff can contact for technical support. An EAPrep employee would need to open the service request on behalf of a student's laptop or network connectivity device to initiate services. EAPrep's and Southwest Key's highly skilled IT staff have experience designing and supporting network infrastructures, server technology and providing desktop support. All services and support provided by EAPrep's and Southwest Key Programs' IT Departments will be provided at no cost to the grant.

Additionally, during contract negotiations with successful technology vendors, EAPrep contracts will stipulate that technical support be provided to students/families in troubleshooting difficulties that may arise in mobile WiFi connectivity.

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Amendment # (for amendments only):

TEA Program Requirement 6: Describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will oversee the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Administration: Project I-TECH will be implemented and administered at EAPrep's Secondary School. The Program Coordinator will oversee and manage all Project I-TECH activities, supported by the Superintendent and Director of Information Technology. Technology Specialists will assist the Program Coordinator in the inventory, distribution, and return of loaned technology devices on the campus level. EAPrep's Technology Department will also help guide, implement, and monitor the program to ensure activities support the LEA's long term Technology Plan. **Need-Based Distribution of Equipment:** The distribution of loaned equipment will be need-based driven with priority given to students determined to meet the following criteria: 1) economically disadvantaged; 2) identified as at-risk or Limited English Proficient; and/or 3) requiring supplemental support to pass and master core content areas in state accountability testing. Project I-TECH will provide students in most need with residential Internet access through loaner mobile WiFi hotspot devices. Priority will be given to students who do not currently have Internet capabilities at home. **Check-Out/Check-In Process:** EAPrep will utilize existing processes for students to check out and check in loaned technology equipment. Under the direction of the Program Coordinator, Technology Department staff and teachers will coordinate the distribution and return of the equipment to and from students participating in the program. Students and their parents/guardians will be required sign a *Technology Lending Agreement* through which they agree to protect, maintain, and not misuse the equipment. The *Agreement* will also include an existing Responsible Use Policy which addresses responsible Internet use. Students must also attend an orientation regarding appropriate equipment use, care, and responsibilities. **Inspection of Returned Devices:** Upon return of the equipment, Technology Specialists will inspect digital devices to ensure they are returned in good working condition and without damage. In line with LEA policy, each student/family shall be responsible for all borrowed equipment. **Maintenance of Devices:** The charter will maintain 2-year warranties for all technology devices. With warranty protection, equipment that is unable to be fixed locally will be sent to the manufacturer for maintenance and/or to receive new equipment.

TEA Program Requirement 7: Describe how technology lending equipment will be accounted for per local policy, including providing insurance, if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through Project I-TECH, TLP grant funds will be used to purchase, maintain, and insure technology equipment for student use including Chromebooks and mobile WiFi hotspot devices. Access to the charter's technology and Internet resources will be made available to students primarily for instructional and educational purposes and in accordance with administrative regulations. EAPrep will account for the technology lending equipment according to the charter's policy for the use of technology resources. All equipment will be maintained and tracked by the Program Coordinator in coordination with EAPrep's Technology Department. Upon purchase of the equipment, Technology staff will inspect all portable devices and install appropriate operating software applications. Each portable device will also receive an EAPrep property tracking number which will, along with the serial number, be used to track the equipment. Technology staff will maintain a property record log of all equipment purchased under this grant which includes the following information: 1) description of the equipment; 2) serial number or other identification number; 3) funding source; 4) original purchase date, cost, the percentage paid with grant funds; 5) location of the equipment; and 6) use and condition of equipment. A physical inventory of the equipment will be taken and the results reconciled with the property records annually. EAPrep will utilize existing processes for students to check out and check in the equipment that ensures equity among all students. Under the direction of the Program Coordinator, EAPrep educators and Technology Specialists will assist in the distribution and return of the equipment to students participating in the program. Students and their parents/guardians will be required to sign a *Technology Lending Agreement* through which the students and families agree not to misuse the equipment as well as adequately protect and maintain the equipment. Upon return of the equipment, Technology Department staff will inspect the digital devices to ensure that they are returned in working condition and without damage. In line with district policy, each student/family shall be responsible for all borrowed equipment. In addition to purchasing 2-year manufacturer warranties for all devices, EAPrep will also maintain the equipment in proper working condition and will account for TLP technology equipment in accordance with Promesa LEA charter policy and procedures. EAPrep also maintains a control system to prevent loss, damage, or theft of equipment.

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